

4 month reporting date 5/3/06 received 5/24/06
8 month reporting date 9/03/09
12 month completion date 1/03/07
Closed 5.24.06

Herreid School District Improvement Plan/Progress Report Form

Principle 1, General Supervision :

Present levels: (Statement of present levels of performance that resulted in area of non-compliance)

ARSD 24:05:22:03 Certified Child

A certified child is a child in need of special education or special education and related services who has received a multidisciplinary evaluation and has an individual education program formulated and approved by a local placement committee. Documentation supporting a child's disabling condition as defined by Part B of the Individuals with Disabilities Education Act must be maintained by the school district for verification of its annual federal child count. This definition applies to all eligible children ages 3 to 21, inclusive, and to only those children under the age of three who are in need of prolonged assistance.

Issue requiring immediate attention

The monitoring team concluded one of the district's preschool student's did not have evaluation data that supported eligibility in compliance with child find and child count requirements. The IEP indicates the child is receiving Speech/Language and Occupational Therapy services. Occupational Therapy services cannot be provided to a student on a Speech/Language only IEP.

Desired Outcome(s): Through systemic change, the district/agency will achieve these results for students with disabilities and their families.

The district will evaluate the preschool student to determine eligibility.

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Measurable Goal: The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. **(Multiple goals may be identified for each principle. Please complete a new sheet for each goal.)**

To determine the student's eligibility for Special Education and related services, the district will immediately evaluate the preschool student.

Short Term Objectives: Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.	Timeline for Completion	Person(s) Responsible	Record Date Objective was Completed
<p>1. What will the district do to improve? After the child is evaluated, the IEP team will meet to determine whether the child meets the eligibility requirement for Special Education and related services.</p> <p>What data will be given to SEP to verify this objective? The district will submit the dates the child was evaluated and the eligibility findings to the SEP to verify this objective.</p>	3-15-06	Special Education Teacher	MET 5.24.06
<p>Please explain the data (4 month) The child was evaluated and the evaluation report was received by the district on 3-3-2006. The student was found to be eligible for special education services in the area of basic reading skills. The students score for Reading on the TERA-3 was a 72 and his full scale IQ was a 99. Based on these scores, the student would qualify for services as specific learning disability. The student is not receiving any related services.</p>			
Please explain the data (8 month)			
Please explain the data (12 month)			

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Principle 3, Appropriate Evaluation:

Present levels: (Statement of present levels of performance that resulted in area of non-compliance)

ARSD 24:05:25:04 Evaluation Procedures

School districts shall ensure, any standardized tests that are given to a child:

- (a) Have been validated for the specific purpose for which they are used; and
- (b) Are administered by trained and knowledgeable personnel in conformance with the instructions provided by their producer.

The monitoring team concluded the *Peabody Developmental Motor Scale* (PDMS) was used to evaluate students' fine and gross motor skills. The *Peabody Developmental Motor Scales-Second Edition* is available; therefore, the district is not using a technically sound assessment based on current standardization, validity, and reliability data.

In interviews with the district's special education instructor and the Early Childhood Administration Coordinator, it was determined the Early Childhood teacher administered the *Peabody Developmental Motor Scales*, interpreted the fine and gross motor test results, and included the information in the Early Childhood evaluation report. The team concluded the Early Childhood teacher had not been trained to give the fine and gross motor evaluations, and the test data interpretation did not provide relevant information that directly assisted the IEP team in determining the educational needs of the child.

Desired Outcome(s): Through systemic change, the district/agency will achieve these results for students with disabilities and their families.

The district will ensure students are evaluated using up-to-date, technically sound fine and gross motor assessments that are conducted and interpreted by trained and knowledgeable staff.

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Measurable Goal: The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. **(Multiple goals may be identified for each principle. Please complete a new sheet for each goal.)**

When a student's fine and/or gross motor skills are assessed, a trained and knowledgeable individual(s) will conduct the evaluation using an up-to-date, technically sound assessment and interpret the data.

Short Term Objectives: Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.	Timeline for Completion	Person(s) Responsible	Record Date Objective was Completed
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<p>1. What will the district do to improve? District staff who gives fine and/or gross motor assessments will receive training pertaining to up-to-date, technically sound assessments and be knowledgeable in interpreting the data.</p> <p>What data will be given to SEP to verify this objective? The district will send the date and signatures of staff that were trained to give and interpret fine and gross motor assessments.</p>	4-15-06	Special Education Instructor, Occupational Therapist, and Physical Therapist	MET 5.24.06
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Please explain the data (4 month)

Based on the data from the PDMS-2 manual, that states: "Most often, the training can be acquired by enrolling in college courses devoted to assessment. Such courses are frequently found in departments of OT, PT, adaptive PE, and special education, among others."

Our Early Childhood teacher, OT and PT are qualified to administer this evaluation based on the training they received while receiving their undergraduate degrees. We did have the PDMS-2 before the time of the review, but our Early Childhood person was not using it. That has since been corrected.

Please explain the data (8 month)

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Please explain the data (12 month)			
<p>2. What will the district do to improve? The district will ensure staff that assess student's fine and gross motor skills use up-to-date, technically sound assessments.</p> <p>What data will be given to SEP to verify this objective? The district will review all files of students who had fine and/or gross motor assessments and submit the number of files checked and the number where an up-to-date, technically sound assessment(s) was given.</p>	4-15-06	Special Education Instructor, Occupational Therapist, and Physical Therapist	MET 5.24.06
<p>Please explain the data (4 month)</p> <p>When reviewing files, 2/2 students who were re-evaluated since our review were assessed using the updated evaluation tool, the PDMS-2.</p>			
Please explain the data (8 month)			
Please explain the data (12 month)			

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ARSD 24:05:25:06 Reevaluations

Should no additional data are needed to determine continuing eligibility, the district shall notify the parents of that determination and reasons for it and of the right of the parent to request an assessment, for purposes of services under this article, to determine continuing eligibility. The school district is not required to conduct an assessment unless requested to do so by the child's parents.

The monitoring team concluded through interviews and file information the district decided additional assessment data were not needed to determine the continued eligibility of two students. Neither of the students' Prior Notice for Evaluation had documentation of the district's decision, reasons for not needing the additional assessment data or a statement the parent could request the additional assessments to determine continued eligibility.

Desired Outcome(s): Through systemic change, the district/agency will achieve these results for students with disabilities and their families.

The district shall notify parents when determination has been made that no additional data are needed to determine eligibility, and provide notice to the parent's they do have the right to request the additional data for eligibility determination.

Measurable Goal: The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. **(Multiple goals may be identified for each principle. Please complete a new sheet for each goal.)**

When conducting a student reevaluation, the district must document on the Prior Notice for Evaluation it has determined no additional data are needed for determination of eligibility and inform the parents they may request the additional data for determining their child's eligibility.

Short Term Objectives: Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.

**Timeline for
Completion**

**Person(s)
Responsible**

**Record Date
Objective was
Completed**

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<p>1. What will the district do to improve? The district will document on the Prior Notice for Evaluation when it has determined no additional data is needed for a student's continued eligibility.</p> <p>What data will be given to SEP to verify this objective? The district will review all files of students who were reevaluated and report the number who the district determined did not require additional data for continued eligibility. The number of files reviewed and the number with this determination statement will be submitted to the SEP.</p>	<p>5-15-06</p>	<p>Special Education Instructor</p>	<p>MET 5.24.06</p>
<p>Please explain the data (4 month)</p> <p>We had 7 reevaluations during the 4 month period. All were comprehensive reevaluations and were tested in the areas of achievement, ability, adaptive behavior, OT, PT, SLT as deemed appropriate. Three of the students had appropriate medical diagnosis brought forward and documentation was attached to the MDT report form.</p>			
<p>Please explain the data (8 month)</p>			
<p>Please explain the data (12 month)</p>			

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<p>2. What will the district do to improve? The district will document on the Prior Notice for Evaluation that parents may request additional data when the district has determined no additional data is needed for their child's continued evaluation.</p> <p>What data will be given to SEP to verify this objective? The district will report to the SEP the number of students determined not in need of additional data whose Prior Notice for Evaluation informed the student's parents they may request the additional data for determination of eligibility.</p>	5-15-06	Special Education Instructor	MET 5.24.06
Please explain the data (4 month) 7 students were reevaluated and all required additional testing. Parent input and consent was acquired through written prior notice/consent.			
Please explain the data (8 month)			
Please explain the data (12 month)			

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ARSD 24:05:25:12. Written report for specific learning disabilities

The team shall prepare a written report of the results of the evaluation for specific learning disabilities. The report must include a statement of the following:

- (1) Whether the child has a specific learning disability;
- (2) *The basis for making the determination;*
- (3) The relevant behavior noted during the observation of the child;
- (4) The relationship of that behavior to the child's academic functioning;
- (5) The educationally relevant medical findings, if any;
- (6) *Whether there is a severe discrepancy between achievement and ability which is not correctable without special education and related services;* and
- (7) The determination of the team concerning the effects of environmental, cultural, or economic disadvantage.

Through review of two MDT Forms for students determined eligible as having a Specific Learning Disability (SLD), the team noted no regression to the mean information was documented to verify a severe discrepancy between IQ and achievement. The monitor's concluded there was no basis for making the SLD determination on the district's MDT form.

Desired Outcome(s): Through systemic change, the district/agency will achieve these results for students with disabilities and their families.

The district's MDT Form will include a statement for the basis of determining a student has a Specific Learning Disability.

Measurable Goal: The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. **(Multiple goals may be identified for each principle. Please complete a new sheet for each goal.)**

When a student is determined to have a Specific Learning Disability, the district's MDT Form will include a statement for the basis of determination of the disability.

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Short Term Objectives: Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.	Timeline for Completion	Person(s) Responsible	Record Date Objective was Completed
<p>1. What will the district do to improve? The district will use an MDT Form that includes a statement of the basis for determination for a Specific Learning Disability.</p> <p>What data will be given to SEP to verify this objective? The district will review all MDT forms and report the numbered reviewed and the number with a statement for the basis of determination for a student having a Specific Learning Disability.</p>	5-15-06	Special Education Instructor	MET 5.24.06
<p>Please explain the data (4 month) 2/2 files reviewed has a MDT form that includes a statement for the basis of determination for a student having a Specific Learning Disability.</p>			
<p>Please explain the data (8 month)</p>			
<p>Please explain the data (12 month)</p>			

Principle 5, Individualized Education Plan:

4 month reporting date 5/3/06 received 5/24/06
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Closed 5.24.06

Present levels: (Statement of present levels of performance that resulted in area of non-compliance)

ARSD 24:05:27:01:03 Content of Individualized Education Plan

A student's IEP must contain a statement of the student's present levels of performance. The present level of performance should be a reflection of the functional assessment information gathered during the comprehensive evaluation. An IEP also requires a summary of the transition age student's present levels of performance that describes the strengths and needs of the student in the context of the student's post-school vision.

The monitoring team determined the present levels of performance did not address a 16 year old student's transition strengths and needs.

Annual goals must be measurable and reasonable for the student to accomplish within one year. The annual goal or short-term objectives must address the condition, performance and criteria.

Through nine file reviews, the team determined one student's present levels of performance addressed reading skill needs, but the annual goals were for written expression. In addition, three student IEPs did not have measurable annual goals. Two of the IEPs were for Early Childhood, Occupational Therapy, and Physical Therapy services and one IEP were for academics and OT services. In addition, the condition was not included consistently in the annual goals or short-term objectives in the team's review of four student IEPs.

Desired Outcome(s): Through systemic change, the district/agency will achieve these results for students with disabilities and their families.

The district will ensure each IEP for a transition age student's have documentation of student's present levels of performance transition strengths and needs, and the annual goals and short term objectives for every student on an IEP are measurable, with the inclusion of the condition, performance and criteria.

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Measurable Goal: The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. **(Multiple goals may be identified for each principle. Please complete a new sheet for each goal.)**

When writing student IEPs, the district will document transition age students' present levels of performance strengths and needs, as well as document annual goals and short term objectives for each student that are measurable, reflect the student's area of need, and include the condition, performance and criteria.

Short Term Objectives: Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.	Timeline for Completion	Person(s) Responsible	Record Date Objective was Completed
<p>1. What will the district do to improve? The district will document transition age students' transition strengths and needs in the present levels of performance.</p> <p>What data will be given to SEP to verify this objective? The district will check all transition age student IEP present levels of performance and report the number checked with the number having documentation of the student's present levels of performance transition strengths and needs. This information will be sent to the SEP to verify this objective.</p>	5-15-06	Special Education Instructor	MET 5.24.06
Please explain the data (4 month) 2/2 files reviewed has documentation of the student's present level of performance transition strengths and needs			
Please explain the data (8 month)			
Please explain the data (12 month)			

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<p>2. What will the district do to improve? The district will ensure all students' annual goals and short term objectives are measurable, and state the condition, performance, and criteria.</p> <p>What data will be given to SEP to verify this objective? The district will send the SEP the number of student IEPs checked and the number having measurable annual goals and short-term objectives with the inclusion of the condition, performance, and criteria.</p>	<p>5-15-06</p>	<p>Special Education Instructor</p>	<p>MET 5.24.06</p>
<p>Please explain the data (4 month)</p> <p>We have written 12 IEP's during the 4 month reporting period. 12/12 IEP's reviewed contain measurable annual goals with condition, performance, and criteria. 61/61 goals written were measurable. 162/162 objectives on those IEP's were measurable and contained condition, performance and criteria. We have 6 students who do not require STO's.</p>			
<p>Please explain the data (8 month)</p>			
<p>Please explain the data (12 month)</p>			

Principle 5, Individualized Education Program:

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Closed 5.24.06

Present levels: (Statement of present levels of performance that resulted in area of non-compliance)

ARSD 24:05:27:13.02 Transition services

Transition services are a set of coordinated activities for the student designed within an outcome-oriented process, which promotes movement from school to post-school activities, including postsecondary education, vocational training, integrated employment (including supported employment), continuing and adult education, adult services, independent living, and community participation. The coordinated set of activities shall be based on the individual student's needs, taking into account the student's preferences and interests, and shall include instruction, related services, community experiences, the development of employment and other post-school adult living objectives, and, if appropriate, acquisition of daily living skills and functional vocational evaluation.

The monitoring team reviewed a transition age student IEP and noted the student was assessed at age 16, but transition services were not addressed on the student's IEP until 12 weeks later. The team concluded also that the student's IEP did not have set of coordinated activities based on the student's needs and promote movement from school to post-school activities, including postsecondary education, vocational training, integrated employment (including supported employment), continuing and adult education, adult services, independent living, or community participation.

Desired Outcome(s): Through systemic change, the district/agency will achieve these results for students with disabilities and their families.

Transition age student IEPs will have a coordinated set of activities based on the student's present levels of performance needs, which promote movement from school to post-school activities, including postsecondary education, vocational training, integrated employment (including supported employment), continuing and adult education, adult services, independent living, and community participation.

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Measurable Goal: The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. **(Multiple goals may be identified for each principle. Please complete a new sheet for each goal.)**

When developing a transition age student's IEP, the district will document a coordinated set of activities linked to the student's present levels of performance areas of need.

Short Term Objectives: Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.	Timeline for Completion	Person(s) Responsible	Record Date Objective was Completed
<p>1. What will the district do to improve? The district will receive IEP writing transition training.</p> <p>What data will be given to SEP to verify this objective? The date of the training and signatures of those in attendance will be sent to the SEP.</p>	5-15-06	Special Education Instructor	MET 5.24.06
<p>Please explain the data (4 month) Mrs. Kosters, the Special Education teacher, received IEP writing transition training from Cindy Kirschman, on March 28, 2006 at the Herreid School.</p>			
<p>Please explain the data (8 month)</p>			
<p>Please explain the data (12 month)</p>			

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<p>2. What will the district do to improve? All IEPs of students 16 years of age and older will have documentation of a coordinated set of activities linked to the student's present levels of performance areas of need.</p> <p>What data will be given to OSE to verify this objective? The IEPs of all students 16 and older will be checked to verify all areas of transition were addressed. The number of files checked and the number containing a coordinated set of transition activities will be reported to the SEP.</p>	<p>5-15-06</p>	<p>Special Education Instructor</p>	<p>MET 5.24.06</p>
<p>Please explain the data (4 month)</p> <p>2/2 files reviewed addressed all areas of transition and contained a coordinated set of transition activities</p>			
<p>Please explain the data (8 month)</p>			
<p>Please explain the data (12 month)</p>			